DOCUMENT RESUME

ED 132 130 SP 010 661

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TITLE A Procedure for Textbook Evaluation Illustrated by an Analysis of Fifth-Grade Social Studies Texts.
PUB DATE 74
NOTE 31p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Case Studies; Decision Making Skills; Educational Assessment; Elementary Education; *Elementary School Curriculum; *Evaluation Methods; *Social Studies; *Textbook Evaluation; *Textbook Selection; Textbook Standards

ABSTRACT

This study focuses on two tasks: (1) the development of a general procedure for evaluation of social studies textbooks which could be adapted to any locale, which could be used at any grade level, and which might be applied to other subject areas, and (2) to illustrate the suggested procedure at the fifth-grade level. The procedure involves the following steps: (1) determining the topics present in all current texts at the level desired; (2) constructing an instrument listing the topics; (3) allowing affected teachers to rate the topics as to importance and relevance; (4) analyzing the results and constructing an instrument containing only the highly rated topics; (5) having affected teachers rate the texts remaining after those whose copyright date, cost, or lack of content in the areas rated as important and relevant have been eliminated. After analysis of the fifth step, each book or series can be ranked. A top text or series closely fitting the local philosophy and curriculum can thus be selected. If multi-texts are to be used in the classroom, two or more of the top texts or series may be chosen. The study discusses the procedure and its illustration, also noting related factors, and describes accompanying findings. Rating scales, topic lists, and analysis worksheets are included as appendixes. (MB)

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A PROCEDURE FOR TEXTBOOK EVALUATION ILLUSTRATED BY AN ANALYSIS OF FIFTH GRADE SOCIAL STUDIES TEXTS

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SP 010 661

A PROCEDURE FOR TEXTBOOK EVALUATION ILLUSTRATED BY AN ANALYSIS OF FIFTH GRADE SOCIAL STUDIES TEXTS

Introduction

The choice of a social studies textbook, whether for one school or for an entire district, is of great importance in the development and enhancement of the social studies curriculum. From the broad generalizations which underlie the social beliefs of our society to the concepts and viewpoints introduced and expanded by the individual teacher to illustrate those generalizations, whether using a single or a multi-text approach, the text remains the most important single resource to be found in the classroom, after the teacher. It must be chosen with thought and care, with full awareness of what is to be accomplished by its use, and how, and with the local area or region in mind. Too often, texts are chosen by committees which, though appointed for their interest and knowledge of the subject area, approach the problem in a less than appropriate way. Such factors as strong or weighty personalities, a lack of a definite, thorough procedure, and ignorance of what is feasible and usable by both teachers and students affected often flaw the choice of text.

This paper outlines a procedure for choosing a social studies text (or texts), and illustrates the procedure by describing in parallel the steps as an experimental group applied them. The only differences in the use of this procedure by a school district and by this experimental group are: (1) that the experimental group consisted of volunteers

from several school systems, whereas a school district would make use of only its own teachers and, if desired, related groups such as administrators and parents, and (2) in illustrating the procedure, a text was chosen for only one grade level, whereas a school district would probably wish to follow the procedure for all grade levels, and then coordinate those findings to select one or more series which met their overall requirements.

Procedure

PHASE I: Determining the Topics on Which Textbooks Will Be Rated

General Procedure	Experimental Procedure
The first three steps of the evaluation process deal with identifying the population of the texts. This part of the procedure, as well as steps 4 and 5, could be conducted by one person, perhaps the social studies consultant or supervisor, if the district has such a position, or by a teacher whose interests and background would make him a logical choice.	
1. Consult available sources to determine textbook companies with materials in elementary social studies.	1. The Educational Publisher's Directory and the El-Hi Texts in Print were used to compile a list of companies which produce social studies text series.
2. Determine limiting factors in your eventual text choice.	2. The major factors considered at this point were that the materials be in single text format, that they have a copyright date within the last 10 years with an option to tighten this limitation later in the study, and that cost factor would be largely ignored as most text prices seemed to fall within a rather limited range.
3. Obtain sample sets of texts from all companies meeting your initial requirements who are willing to supply them.	3. Twenty-one companies were contacted through their "local" representatives. Seven of these were eliminated from consideration

due to one of the factors listed in #2, or due to the fact that they were unwilling to supply texts for our purposes. One or more texts were also excluded because they had not yet been released at the time this part of the study was being conducted. However, seventeen texts from these companies were retained for use in Phase I, as a number of companies provided both a regular and an alternate text series.

Steps 4-7 consider the development of an instrument for rating the appropriateness or relevance and importance of the topics presented in social studies texts at the fifth grade level used to illustrate this procedure. A part of the Social Studies Topics Rating Scale (SSTRS) is reproduced in conjunction with step 5 for the reader's convenience.

4. Investigate each text to the degree needed to identify and record the major topics explored. It is helpful to construct a grid listing the topics along the left hand side and the texts across the top as you go. This will enable you to obtain a clear visual overview of the scope of topics explored at this grade level as well as the contents of each text. Do this for each of the grade levels for which you are choosing a text.

4. Each of the seventeen texts was investigated to determine the major areas of study or topics explored. The texts and topics were recorded on a grid as described in the parallel step under General Procedure to provide an overview of all topics presented by the texts and which texts presented which topics.

5. From the topics recorded on your grid, construct a topics rating scale, similar to the one illustrated below for the fifth grade level. You will need to make a separate topics rating scale for each grade level for which you will be choosing a text.

5. The topics rating scale for the fifth grade level included all the topics found in any of the texts, arrange in a way likely to be easy for the rater to comprehend and to record his decisions. The topics were presented as major headings with examples of the variety of subtopis likely to be found under each. In addition, we

listed the approaches used in the various texts, for example, chronological, political, historical, and sociological, and asked the rater to record his preference. Each topic was to be rated according to a scale which ranged from a low of 1 (not an appropriate topic at this level) to a high of 5 (appropriate or relevant topic, of highest importance at this grade level). The SSTRS (sample illustrated below and contained in full in Appendix I) was constructed only for the fifth grade level which was the sample level.

Sample Topics SSTRS - Grade Level Five	Low 1	2	3	4	High 5
3. American Indians Early history and contact with European explorers and settlers; American Indians and community life; as a force in shaping the social system of the period; Iroquois, Mohave, and the Mound Builders as examples of Indian cultures in what is now the U.S.; Hopi, Eskimo, and Kpelle as examples of Indian cultures in the Western Hemisphere.					
4. Colonial Life Colonial society, families and homes, economic life, life in a colonial community, individual colonies studied as examples of differing colonial organization, economic life in different colonial regions, cultural life, governmental organization within colonies, government imposed by Europe, the rise and decline of Puritan influence in New England.					

6. Distribute the appropriate form of the Social Studies Topics Rating Scale to all teachers in the system.

6. Copies of the Social Studies Topics Rating Scale for the fifth grade level were distributed to practicing fifth grade

according to their respective grade levels. A cover letter indicating a due date for responses and where they are to be collected, as well as a general explanation of the purpose of this step is most helpful at this point. Teachers may respond anonymously, if this is desired. If groups other than teachers are also being consulted, include them at this point in the procedure.

teachers in five central Iowa communities. Of the sixty-seven teachers contacted, thirty-seven responded. However, five of the thirty-seven responses arrived after the due date and were not included in the analysis of data. Responses were largely anonymous, but respondees could indicate on a separate form their wish for a copy of the study results. These people were also asked if they were interested in participating in the text analysis portion of the study. Those who responded positively became the pool from which the rating groups (described later in the procedure) were drawn.

7. Analyze the raw data obtained on the SSTRS for each grade level to determine which topics received composite scores equal to or above the cutoff score you determine necessary for inclusion of a topic in the text analysis worksheet - which will be used to analyze the individual texts at each grade level for which a text is to be chosen.

7. The responses of thirty-two raters to fifty-eight items were analyzed. For the purpose of this study, a cutoff score of 75% of the total possible score per topic (32 raters times a top score of 5 for the topic = 160) was deemed necessary for a topic to be retained for use in the text analysis worksheet to be constructed. As a result of this procedure, nine topics were retained, three concerning the philosophical approach of the text and six concerning broad areas of the fifth grade social studies curriculum.

PHASE II: Rating the Textbooks on the Topics That have Been Rated of High Importance

The remaining steps in the text evaluation procedure (steps 8-13) describe the process of construction and use of a <u>Text Analysis Worksheet</u> to be developed for each grade level involved, and the identification of texts to be analyzed.

8. Construct a text analysis worksheet for each grade level for which a text is to be

8. The text analysis worksheet developed for this study consisted of nine topics identi-

chosen. Use the retained topics and whatever additional topics you feel are important considerations in choosing a text.

fied by the responding teachers as appropriate or relevant and important at the fifth grade level, and ten additional topics relating to general text analysis, such as authorship, study aids, etc. A sample section of the instrument is presented below for your consideration of the format used. The complete instrument may be found in Appendix II.

Sample Topics - Text Analysis Worksheet (TAW) - Grade Five	Factor A (Appropriateness)	Factor B (Clarity)	Factor C (Relevance)
5. CIVIL WAR PERIOD			
Slavery as a source of contention; other factors leading toward war; election of Lincoln, campaigns, battles, and people involved in the events of the Civil War Years; the Emancipation Proclamation; end of war and its effects on the country			
6. MODERN U.S.A.			
Making democracy work - civic problems and attempts at solution; problems of the megalopolis and urbanization; environmental problems of cities and the nation; examining American life by geographic regions; Alaska; Hawaii; the form of present day democracy, today's economic system and its problems; American culture and society today; present-day American Indians; the effect of the space program and space travel			

As you may note, each topic is to be rated on three factors. The scale used ran from a low of 1 (very poor) to a high of 5 (excellent).

9. At this time, consult your grid chart for each grade level

9. Using the grid chart for grade five and employing the limiting

involved to determine which of the represented texts will be analyzed using the appropriate text analysis instrument. If some series are inconsistent across grade levels, eliminate them at this point unless you are considering multiple text adoption.

factors of single text form, copyright date of 1970 or later, companies willing to provide texts for the study, and identification of texts containing at least 75% of the topics found to be appropriate or relavant and important in Phase I, twelve texts were chosen to be analyzed by the text analysis worksheet developed for this grade level.

10. All teachers at each involved grade level should rate each chosen text using the Text Analysis Worksheet (TAW) developed for the appropriate grade level. This procedure allows input from all those who will be using the text chosen, but eliminates the bias of personality often found within a text selection committee. If this is not possible, set up groups at each grade level to analyze the individual texts in depth using the TAW developed for each grade level. These groups should consist of a minimum of four raters per text. You may wish to have each rater rate all tentatively identified texts, or to divide the texts into groups of 4-6 and have a group of four or more raters rate each of the texts in that group. In either case, the raters should work independently.

10. This study used two groups of four raters each who were drawn from the pool of initial responddes who indicated an interest in further participation in the text evaluation project. Each rater in each group individually rated six texts using the TAW developed for grade five. Since this study did not illustrate the procedure on more than one grade level, no texts were eliminated prior to this analysis as suggested under General Procedure, step 9. The ratings of these twelve texts are given in Appendix III.

11. When all texts have been analyzed by their respective rating groups, record this data and determine scale scores. Use the mean of the scores for the individual texts to choose the four top-rated texts at each grade level for further analysis. When choosing for K-6, you will need to look across

11. Raw scores were recorded for each of the raters for each of the texts - each text having been rated by four raters. Scale scores were determined, and the mean of the individual texts used to identify the top four texts. The mean and variance of each rater's responses were then used to convert each person's ratings to t-standard scores. The top four texts identified

grades at this point.

through the analysis of raw data remained the top four texts when standard scores were used. See Appendix III.

12. When the top four texts (or series) have been identified, have them rerated using the same Text Analysis Worksheet used in the original analysis. Again, all teachers may participate in this step, or a group of four or more raters at each grade level may rerate the texts for their level.

12. Rerating of the top four texts identified by step 11 was done by an additional group of four raters, none of whom had participated in the original rating, using the TAW developed for grade five.

13. Record and analyze the data according to the same procedure used in step 11. Using the mean, determine which of the texts are the "top" texts for each grade level. Again, since a number of grade levels are involved, it will be necessary to note the consistency of quality of a series across grade levels and adjust your choice of series to adopt with this in mind.

13. Data obtained as a result of step 12 was recorded and analyzed. The top book for the fifth grade level was thus identified. Those individuals who would like information on the texts analyzed, the top four texts identified, and the text chosen as the "top" text for this locale by this experimental group may contact the author.

Discussion

This study focused on two tasks: (1) the development of a general procedure for evaluation of social studies textbooks which could be adapted to any locale and which could be used at one or many grade levels, and (2) to illustrate the suggested procedure at the fifth grade level. In the process, information about current fifth grade text offerings and how teachers in one small geographical area viewed them developed, which both answered and raised a number of minor questions.

The procedure described in this study allows several important factors

to be consciously considered in textbook selection.

1. A thorough survey of what topics or broad areas of study are presently being presented for study in text form can be made.
2. An opportunity for practicing teachers to have input as to what will be taught exists through their response to the SSTRS and their use of the TAW.
3. Groups of affected people, such as administrators, parents, and students may also be allowed input to the part of the curriculum represented by the textbook, if desired.
4. Because each rater expresses his views through the SSTRS and rates the texts using the TAW on an individual basis, the procedure eliminates the factor of domination by personality. Each person's input is equal in weight.
5. Less scheduled professional time is involved. Teachers may carry out their role in the procedure more or less at their convenience and, possibly, when they are more relaxed and fresh than they would otherwise be if the work was being done during meetings held at the end of the professional day.
6. This procedure provides a practical and thorough way to analyze current materials in the light of the needs of the community, and to allow text choices to be made on a consistent and logical basis.

In general, the texts analyzed in this study were acquired from a

variety of companies willing to provide texts for this purpose. A school district should easily be able to obtain multiple sets of series of texts for this purpose. The analysis limitation factors used in this study limited the consideration of texts to those in single textbook format, those published from 1970 on, and those which roughly corresponded to the topics considered appropriate or relevant and important for the fifth grade level which were identified in a preliminary step of the study (Phase I). Any factors may be chosen as the limiting factors, depending upon the needs and desires of the district involved. Of the twelve texts rated in this study, the top four were identified and rerated by an independent group of raters. From this rating step, the top text was identified. This text should be the one most suitable for schools in this local area, as it most closely presents the philosophy and the topics considered by the majority of raters to be both appropriate and important for study at the fifth grade level. Using this procedure at all grade levels, the school district will be able to identify outstanding texts for their program at all grade levels, and to identify text series which would be particularly appropriate for their needs. Either a single text series for use at all grade levels may be chosen, or a variety of texts which may have particular strength at one or more levels may be adopted. The use of the text may thus be kept both flexible and consistent with the philosophy of the local social studies curriculum.

Fifth grade texts on the market today were found to offer a great deal of variety and to represent a considerable improvement over the texts of years past. They range from a conservative presentation of the

traditional history and/or geography of our country, both past and present, through a multi- or interdisciplinary approach involving many social sciences and attempting presentation of concepts and generalizations through approaches other than the standard chronological approach, to a completely new concept of what is appropriate at this level by presenting a study of man through such social sciences as anthropology, sociology, or political science in which the historical and geographical aspects are intermingled, and the actual study of our country is deferred to a later grade. Thus, the emphasis is on people, understanding people, understanding roles, etc. At the present time, this approach was not well accepted by the majority of raters involved with this study, though many found it warranted further thought, and a few were highly enthusiastic about this approach. A number of reasons for the general lack of enthusiasm for these alternative materials could be hypothesized, i.e., conservatism, lack of familiarity with the materials and/or concepts, lack of subject matter background in these areas, lack of preparation time to develop proficiency with new materials and areas, high interest in the areas presently taught, but data is lacking which could validly explain this position. Most raters seemed to feel a basically traditional fifth grade curriculum involving some aspects of other social sciences in addition to history and geography to be the most satisfactory, as shown by their ratings.

A readability analysis was made of each of the texts, using the Dale-Chall, the Fog, and the Fry indices. While the top four texts (as well as many of the others) showed an acceptable range from high fourth at the beginning of the text through high fifth to early sixth

at the end of the text according to the Dale-Chall and Fog indices, the Fry index tended to rate them one to two grades higher in readability. Since many social studies texts are considered to be overly difficult for the student population who are to use them, it would seem wise for a school district to consider this factor also, when choosing a text. Even those texts which show an acceptable level of readability, according to these indices, may be too easy or too difficult for the individuals who are to use them. The difficulty of the vocabulary and the difficulty of the concepts presented may not be compatible, and should be carefully considered.

A final point in this discussion is that text evaluation by the suggested procedure could easily be adapted to choosing texts for other subject areas. The basic steps would be to:

1. locate texts in the designated subject area,
2. make a composite list of topics for each grade level for which a text is to be chosen,
3. involved interested and qualified groups of people to indicate the topics most appropriate and important for each level,
4. rate the identified texts according to these topics and the way they are presented,
5. choose the top text or text series for adoption, unless other related factors indicate another of the high-ranking texts is, overall, more suitable.

The procedure is consistent, yet flexible and responsive to local and individual needs. It does not need outside experts to be effective;

the experts are the teachers in the classrooms.

Conclusions

It seems highly feasible to involve teachers working at the grade level(s) involved in determining what is appropriate or relevant and important at a particular grade level(s). Similarly, use of teachers as raters of texts according to the procedure described in this paper is not only feasible but highly desirable. A text which fits local philosophy, and which has been chosen by those who will use it as one of their major teaching aids, is more likely to be used effectively. Familiarity with the philosophy of the text, its format, its strengths and weaknesses will enable the teacher to make the text serve the purposes for which it was intended, and to recognize where and when another teaching tool could be better employed. Certainly, the text will be but one of a number of materials used by the teacher, but it is far more likely to be used effectively if chosen to complement and enhance the goals of the social studies curriculum. The variety, both of content and approach, to be found in today's textbooks make the choice of a text which the teacher can and will use well a factor of major significance in upgrading the social studies program.

Although teachers at the grade level for which the procedure was illustrated were the only group used to evaluate the texts, it may be that involving other groups would add a valuable dimension to this process. Students, parents, and administrators - though usually not trained or experienced in the social studies curriculum - could add additional insights when choosing a text or text series. The responses of these groups to the SSTRS and/or the TAW could be given weight equal to the

teachers' groups, or could be considered advisory in nature only.

It might also be interesting and valuable to have information available about the raters - items such as their training, length of time in the teaching profession, age, socio-economic background, area or type of school-community in which they teach, etc. Such information might help to explain the relatively traditional and middle-of-the-road position the majority of raters adopted in this study, and which other groups may adopt. Information about teacher preparation time and feelings of security or insecurity in the "new" topic areas may also have a bearing on this factor. Some indication of needed direction for in-service training could thereby result, which could be used by the district as a guide for future in-service programs.

In conclusion, above and beyond the variety of factors investigated, described, and discussed in this paper, the use of a formal, tested procedure to choose text materials should result both in a better social studies program and in better use of tax dollars.

APPENDIX I

SOCIAL STUDIES TOPICS RATING SCALE
(SSTRS)

General Directions:

The composite list of topics which follows has been compiled from the latest editions of elementary social studies texts by major publishers in the field. Look over the list of topics, noting the supplementary directions and information included to assist you in making your rating decisions. Determine the appropriateness, relevance, and importance you feel each topic has to the fifth grade or Intermediate II social studies program according to your own personal feelings and experience. Use the following rating scale to indicate your rating of each topic.

1 = not an appropriate topic at this grade level

2 = appropriate or relevant topic, but of very little importance at this grade level

3 = appropriate or relevant topic, somewhat important at this grade level

4 = appropriate or relevant topic, highly important at this grade level

5 = appropriate or relevant topic, of highest importance at this grade level

Note: Mark only ONE number for each topic.

SOCIAL STUDIES TOPIC LIST

Grade Five

	YOUR RATING				
	Low				High
	1	2	3	4	5

GENERAL AREA NUMBER I: UNITED STATES HISTORY

Part A. Several organizational forms were found to be in use by textbook companies to present their material on United States history. Please rate each of the following organizational forms according to your personal opinion of their appropriateness, relevance, and importance at the fifth grade level.

Chronological	- prehistoric times to the Civil War period					
Chronological	- post Civil War to the present					
Chronological	- from the Colonial period to the 1960's					
Chronological	- from 1000 A.D. to the present					
Political	- presents growth and development of our government and accompanying politcal events					
Sociological	- uses the concept of social change and man's adaptation to change as the vehicle					
Historical	- by significant eras from post Civil War times to the present (Jacksonian Era, Lincoln Era, FDR, etc.)					
Historical	- by significant events in our country's history from the time of Hamilton to present-day civil rights struggle					

Part B. Since the most common organizational form found in fifth grades texts was some type of chronological organization, the following list of topics is presented chronologically. Examples of subtopics commonly found to be explored under the general topic heading are given immediately below the topic itself. Use these as a guide to help you decide the appropriateness, relevance, and importance of the general topic.

1. Exploration and Early Settlement						

Prehistoric man, Vikings, Columbus, Spanish exploration and conquest in Mexico and the West, French exploration, Indians and the fur trade, English exploration, introduction of slavery, rivalry among France, Britain, and Spain in the New World, early English colonies

2. Settlement Period - Pre-Revolutionary War						

Establishing settlements in the Piedmont, Croatoan settlement, French and Indian War, New England fishing industry, government by England, events leading to the Revolutionary War.

	Low				High
	1	2	3	4	5

3. American Indians

Early history and contact with European explorers and settlers; American Indians and community life; as a force in shaping the social system of the period; Iroquois, Mohave, and Mound Builders as examples of Indian cultures in what is now the U.S.; Hopi, Eskimo, and Kpelle as examples of Indian Cultures in the Western Hemisphere.

4. Colonial Life

Colonial society, families and homes, economic life, life in a colonial community, individual colonies studies as examples of differing colonial organization, economic life in different colonial regions, cultural life, governmental organization within colonies, government imposed by Europe, the rise and decline of Puritan influence in New England

5. Revolutionary War Period

Events, people, and battle of the War; the organization, weaknesses, and accomplishments of Confederation; the organization, people, and early actions of the Constitutional government

6. Westward Expansion

Effect of manufacturing in the Old Northeast, the Old South, Settling the old middle west, Rocky Mountain and Inter-Montana region settlement, Oregon, California (San Francisco, Gold Rush, Vigilantes), hwo transportation, communication, inventions, and growth of cities affected expansion, 1738-1848 as a period of becoming a world power

7. Civil War Period

Slavery as a source of contention; other factors leading toward war; election of Lincoln, campaigns, battles, and people involved in the events of the Civil War Years, the Emancipation Proclamation; end of war and its effects on the country

Low				High
1	2	3	4	5

8. Industrial Revolution and Later Settlement

Economic challenges of the Industrial Revolution and of immigration from Europe; settling the Midwest; grassland and great plans settlement; Chicago as a typical city of the period; early labor-management problems; election of 1896 as a crucial point in American history; development of ethnic neighborhoods, the process of becoming a U.S. citizen; famous events, people, and court cases which illustrate tests made of the social system of the period

9. Modern U.S.A.

Making democracy work - civic problems and attemtps at solution; problems of the megalopolis and urbanization; environmental problems of cities and the nation; examining American life by geographic regions; Alaska; Hawaii, the form of present day democracy, today's economic system and its problems; American culture and society today; present-day American Indians; the effect of the space programs and space travel

10. Overviews of Modern U.S.A.

--Please rate both topic #10 and its subtopics (a, b, c & d) presented below.

a. Studies focusing on facets of American life and roles through language, people, resources, careers, transportation & communication network, spare time, religion, government, our role as a world neighbor.

b. Economic studies focusing on production, supply and demand, paying the price for our technological society

c. Studies focusing on the interdependence of the present - agriculture, fishing, land use, regions

d. Study of major aspects of American society--culture urbanism, industrialism, values & government - using selected areas of American history as background for understanding present conditions, problems, and attempts at current problems.

11. The future of American Society - the Year 2000 A.D.

Largely, short sections posing questions which have arisen from a year-long study of modern America. Purpose usually seems to be to encourage contined thinking on these areas

	Low				High
	1	2	3	4	5

4

12. America as a World Power

Changing values and how they have affected our world position; world neighbors and the United States; American neighbors such as Mexico, Central American countries, the Caribbean area, South American countries; the history of our conflicts with Cuba, China, WWI, WWII Korea, and Viet Nam

GENERAL AREA NUMBER II: REGIONAL STUDIES

13. The United States (Present Day)

--Please rate both topic 13 and its organizational forms (a-h) presented below

a. by traditional regions such as the Northeast, Midwest, South, West, Great Plains

b. by U.S. census zones - touching on population, agriculture, fishing, forestry, and manufacturing

c. by modern American life styles

d. by functional units (may cross national lines into neighboring nations)

e. by societal and cultural factors such as people, resources, careers, transportation, communication, recreational time, religion, national goals, role as world neighbor

f. by resource areas - mountains, dry land, creation of new resources

h. by traditional regions, as noted in a. but combining the history of the region with present-day life

14. The United States and Its Western Hemisphere Neighbors

Caribbean region; Central America; Mexico; South America by regions; by functional regions such as the U.S. and Canada the U.S. and Central America and the Organization of American States

15. The United States and Its World Neighbors

Central America; South America; the Caribbean; Mexico; and selected cultures, regions, and/or nations in Africa, Asia, and Europe.

Low				High
1	2	3	4	5

GENERAL AREA NUMBER III: INTRODUCTION TO SOCIAL SCIENCE DISCIPLINES, CONCEPTS AND TECHNIQUES

Part A. This area has been presented in varying ways by the publishers. Please rate each of the organizational forms used for this area which are stated below.

Multidisciplinary - individual disciplines, studied and developed separately					
Interdisciplinary - overview of social sciences which merges disciplinary lines					
Contrasting or illustrative cultures - U.S. and foreign cultures					

Part B. Topics 16-24 are drawn from the social sciences. Rate each according to your personal evaluation of its appropriateness, relevance, and importance at the fifth grade level.

16. Anthropology					
17. Sociology					
18. Economics					
19. Political Science					
20. Human Geography					
21. History					
22. Geography					
23. Basic concepts in various disciplines - overview and illustration of					
24. Using contrasting cultures to illustrate general social science concepts and/or develop American history materials					

American Indian, Kenya, India, U.S.S.R., Great Britain, Japan, Sahara, Ghana, the Benin, The Yoruba, Hopi, Eskimo, the Kpelle are examples of cultures used for this purpose.

Low				High
1	2	3	4	5

GENERAL AREA NUMBER IV: EUROPEAN HISTORY

25. Early Merchants and Explorers Establish trade with Africa and Asia					
26. English History - Life on an English Manor					
27. The Crusades					
28. The Growth & Independence of the Medieval City					

GENERAL AREA NUMBER V: WORLD HISTORY

29. Prehistoric Man - various areas of the world					
30. Neolithic culture - beginning of agriculture, tool making, mining, transportation					
31. Early civilizations					

Mesopotamia, Egypt, Near East, Indus Valley, India, China, Olmec, Aztec, Inca, African

32. Greek and Roman Life and History					
33. The Early Middle Ages					

Feudal society, national states in France & England, Italy Roman Empire, Russia

35. Renaissance & Reformation					
36. Enlightenment, Absolutism, and Revolution (Fr. & Am.)					
37. Technology & the 20th Century					

Nationalism, industrialism, democracy, imperialism, communism, WWI & II

APPENDIX II

Publisher_____

Evaluator_____

TEXT ANALYSIS WORKSHEET

(TAW)

PART I. TOPIC ANALYSIS

General Directions: Please use the following rating scale for each of the sections of this worksheet. In addition, note the specific directions for each section.

1 = Very poor	4 = Good
2 = Poor	5 = Excellent
3 = Fair	0 = Not found in this text

1. The following items refer to the overall scope, organization, and focus of the text. Place a check mark in the appropriate box for the rating you choose for each of the three items.

	0	1	2	3	4	5
a. Text provides chronological coverage of the history of the United States from Colonial times to the 1960's						
b. Text has a sociological emphasis in that it frequently uses the concept of social change and man's adaptation to change as the vehicle for its content						
c. Text provides an introduction to the social science disciplines, concepts and techniques which focuses on history and geography						

Directions: Determine how well the text treats each of the following topics in relation to Factors A, B, and C. Rate each topic on each factor according to the scale above. Write the number of each rating you make in the appropriate space.

TOPICS TO BE RATED	Factor A Appropriate treatment for grade level	Factor B Concepts clearly explained	Factor C Examples used are in realm of child's experience (relevance)
2. COLONIAL LIFE Colonial society, families and homes: economic life, lifes in a colonial community, individual colonies studied as examples of different colonial organization, economic life in different colonial regions, cultural life, organization of government within colonies, government imposed by Europe, the rise and decline of Puritan influence in New England			
3. REVOLUTIONARY WAR PERIOD Events, people, and battles of the War; the organization, weaknesses, and accomplishments of the Confederation; the organization, people, and early actions of the Constitutional government			
4. WESTWARD EXPANSION Effect of manufacturing in the Old Northeast, the Old South, settling the Old Middle West, Rocky Mountain and Inter-montane regional settlement, Oregon, California (San Francisco, Gold Rush, Vigilantes), how transportation, communication, inventions, and growth of cities affected expansion, 1738-1848 as a period of becoming a world power			

		Factor A (Appro-priateness)	Factor B (Clarity)	Factor C (Relevance)
5.	CIVIL WAR PERIOD			

Slavery as a source of contention; other factors leading toward war; election of Lincoln, campaigns, battles, and people involved in the events of the Civil War Years; the Emancipation Proclamation; end of war and its effects on the country

6.	MODERN U.S.A.			

Making democracy work - civic problems and attempts at solution; problems of the megalopolis and urbanization; environmental problems of cities and the nation; examining American life by geographic regions; Alaska; Hawaii; the form of present day democracy, today's economic system and its problems; American culture and society today; present-day American Indians; the effect of the space program and space travel

7.	REGIONAL STUDY FOCUSING ON PRESENT DAY UNITED STATES			

PART II. RELATED FACTORS

Directions: Examine the text as to its overall impact in the following ten areas. Use the subheadings under each area to assist you. Rate each area only. Use the 0-5 rating scale to record your choices.

1 = Very poor
2 = Poor
3 = Fair
4 = Good
5 = Excellent
0 = Not found in this text

	1	2	3	4	5
1. Authorship					

- authors are qualified to write elementary text material through elementary experience, scholarship, writing ability, and knowledge of children
- information about the authors is available in the Teacher's Edition of the text, or is routinely supplied by the company

2. Philosophy					

- text reflects the needs, interests, and values of the local community as well as the philosophical approach to social studies of the teachers who will use it

3. Content					

- topics are consistently identifiable as important topics throughout the text
- content reflects the values of the community and teachers as well as national goals for social education
- content is impartial and unbiased in its discussion of controversial concepts
- concepts are relatively few in number and of the kind this age level child can understand

1	2	3	4	5

4. Readability

Without making a formal readability analysis, note if:
- the vocabulary is suitable for the majority of the pupils who will be using it
- the vocabulary aids are plentiful and well chosen
- the style of writing is clear, interesting, colorful, and accurate
- the format, sentence length, paragraphing and headings assist the student in understanding and organizing the material as he reads

5. Illustrations

- size is appropriate
- clarity
- supplement the text
- give accurate illustration of how people and the environment interrelate
- are properly placed for easy use
- are accurate and up to date
- include appropriate diagrams, charts, and graphs
- are colorful, attractive
- are representative of what they supposedly portray

6. Maps

- easy to read
- suitable for needs at this level
- in most cases, deal with one major factor
- allow opportunity for use in developing and practicing map reading skills
- appropriate to grade level in difficulty
- serve a real purpose in conjunction with the text

7. Physical Features

- page margins and general appearance
- type clear, legible, good size for level, dark
- paper opaque, non-glare, good quality
- cover and binding durable and colorful

1	2	3	4	5

8. Skills Program

- suitable skills for level and content
- planned program of skill development
- skills tied closely to content topics, are relevant and needed
- adequate in number and quality (exercises)
- accompanied by helps for teacher in development of recommended skills

9. Student Aids

- study helps which are numerous, varied, and challenging
- bibliographies that are up-to-date, contain only quality books, and appeal to a variety of needs, interests, and abilities
- references suitable to ability and needs of student
- comprehensive index and glossary

10. Teacher's Manual

- clearly presents philosophy of book and series
- contains overview of each unit
- has many practical and clearly described teaching suggestions
- gives additional and useful references
- well organized, easy to use, sturdy

PART III. COMMENT SECTION

You have now rated this text on the most important and appropriate topic to be taught in fifth grade social studies, as identified by those who completed the Social Studies Topics Rating Scale in the first part of this project. You have also rated it on related factors identified by text companies and people in the social studies field as being aspects which should be considered when choosing a text. No consideration has been given to cost, as these texts have been found to be relatively close in price.

We realize that other factors or facets may have impressed you positively or negatively regarding this text. Please comment below, if you wish, on those you feel to be significant.

APPENDIX III

Table 1

Twelve Rated Social Studies Texts for Grade Five

Text	Mean	Rating	Text	Mean	Rating
Text A	15.9	#4	Text G	12.6	#10
Text B	15.2	5	Text H	17.3	1
Text C	16.0	3	Text I	14.2	6
Text D	10.8	11	Text J	8.7	12
Text E	13.4	8	Text K	13.8	7
Text F	12.8	9	Text L	16.8	2

Table 2

Final Rating of Top Four Social Studies Texts for Grade Five

Text	Mean	Rating
Text L	17.3	#1
Text C	16.9	2
Text H	16.3	3
Text A	15.6	4